



## Dental Assisting PROGRAM REVIEW REPORT 2014 - 2015

### Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Arredondo, Dora	Cusick, Tanya	Cheryl Hall / Julie Tunno
Pohl, Claudia	Gonzales, Rina	(4 hours/week)
	Erica Parry	



## Registered Dental Assisting

### I. Executive Summary

#### **Program Description:**

The Registered Dental Assisting Program is a comprehensive, long-standing program that prepares students for a career in dentistry. Students begin with classroom and laboratory instruction, which includes the use of dental materials, assisting at the chair/instrumentation, anatomy of the mouth and teeth, infection control and duties of the RDA. They then have direct patient contact during Radiology, Coronal Polishing and Sealants.

The courses are scheduled in 8-week blocks and can be taken either full-time or part-time. Most courses are offered in the day with a few classes scheduled in the evening.

Learning takes place not only in the classroom, but also through hands-on experience in a local dental office. Students will spend time first in a general dentist's office and then do a rotation in a specialty office for a total of 300 hours developing their skills under the training of the dentist and their staff.

Both the Dental Board of California and the Commission of Dental Accreditation of the American Dental Association accredit the program. Additionally, our Program has a strong Advisory Committee that is comprised of dentists and RDAs that meet annually to review the program and discuss pertinent issues.

Students who complete the program earn a Certificate of Completion and can apply 18 units toward an A.S. Degree in Dental Assisting. They will also earn a Radiation Safety Certificate, a Coronal Polish Certificate and a Pit and Fissure Sealant Certificate and are eligible to take the California Licensing Examination (RDA) and the National Certification Exam (CDA).

The employment rate for graduates of the program is over 90%. The average pass rate on the RDA Written Exam is 100% and the Practical Exam is 94%, 12% above the state average.

#### **Strengths/Effective Practices:**

Strengths include:

- Consistently high level of pass rates in Board exams
- Good feedback from advisory Committee
- Strong reputation in the dental community
- Faculty that is current in their field and dedicated to student success

- Curriculum reflects current technology and standard practice of dental assisting
- High demand for the program

Effective practices include:

- Student tutoring
- Close monitoring of student progress
- Flexible options for scheduling
- Orientation prior to enrollment
- Enrichment through Club activities
- Guest speakers who enhance students' knowledge
- Conduction of Mock Board exams to prepare students
- Use of "expert" (Perkins grant funded) for employability/resume building

### **Greatest strength? How to better utilize this strength?**

- Historically sound program, providing a high quality education
- Dedicated, quality faculty
- Supportive Advisory Committee

### **Weaknesses/Lessons Learned:**

Weaknesses include:

- Insufficient reassigned time for the Dental Coordinator
- Outdated facility
- Facility that limits enrollment
- Students and faculty feel pressed for time w/ content, leaving little time for creativity
- Inadequate Dental Assisting-specific lab support/staff
- Program is poorly advertised, relying on word of mouth for enrollment
- Higher than desired attrition rate
- Students that are underprepared when they enter the Program
- Changes to Dental Practice Act that require updates and training

Lessons learned that could lead to improvements:

- Having to increasingly deal with soft skills development
- Lab courses taught by multiple teachers increase potential for inconsistency

**Greatest weakness? How to address it this year?**

- Facility that is outdated, including, but not limited to program-specific equipment that does not meet industry infection control standards
- Under-prepared students: discuss a prerequisite course
- Faculty that is spread too thin to be able to work on program/course improvement
- This can be addressed by following up on CODA recommendations to reduce student contact hours for faculty

**Recommendations/Next Steps:**

- Increase Dental Coordinator Reassigned time from 20 to 40%
- Resume the Dental facility remodel project in order to meet industry standards and student educational needs
- Set up meeting with Dean to begin discussions about contact hours/lab ratio (.667 factor)
- Discuss inclusion of pre-requisite course



## Dental Assisting

### II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2013 - 2014 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
DENT099 Introduction to Dental Assisting	S10	0	0	0	0	
DENT100 Dental Assisting Basics	S08 SLOs revised F2013	0	1	0	1	Spring 2014
DENT101 Chairside Assisting	F08 F2012 SLOs revised F2013	0	3	0	3	Spring 2014
DENT102 Dental Materials	S09 F2012	0	3	0	3	Spring 2014
DENT121 Preclinical Dental Science	S09 SLOs revised F2013	0	2	0	0	Fall 2013
DENT122 Infection Control	S09	0	1	0	1	Spring 2014
DENT123 Preventive Dental Health	S08 SLOs revised F2013	0	0	0	1	Spring 2014
DENT124 Dental Specialties	S09	0	1	0	1	Spring 2014
DENT125 Dental Practice Mgmt	S09	0	1	1	0	Winter 2014
DENT201 Dental Radiology	S09	0	5	0	3	Spring 2014

DENT202 Registered Dental Assistant	<b>S09 SLOs revised F2013</b>	0	0	0	3	<b>Spring 2014</b>
DENT203 Dental Practical Experience	<b>F08</b>	0	1	0	1	<b>Spring 2014</b>
DENT204 RDA Clinical Procedures	<b>S09 S2013</b>	0	0	0	6	<b>Spring 2014</b>
DENT 698A Cooperative Education		0	0	0	0	
DENT 698B Cooperative Education		0	0	0	0	
DENT 698c Cooperative Education		0	0	0	0	
DENT 698D Cooperative Education		0	0	0	0	
DENT 699A Cooperative Education		0	0	0	0	
DENT 699B Cooperative Education		0	0	0	0	
DENT 699C Cooperative Education		0	0	0	0	
DENT 699D Cooperative Education		0	0	0	0	

### III. Degrees and Certificates

<b>Title</b>	<b>Type</b>	<b>Date Approved by Chancellor's Office</b>	<b>Number Awarded 2011</b>	<b>Number Awarded 2012</b>	<b>Number Awarded 2013</b>	<b>Number Awarded 2014</b>
Dental Assistant	AS	1966	2	6	4	6
	C	1966	28	27	33	26

**TYPE:** **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award  
**AA-T** = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

#### IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

##### Section Count

The Program offers no courses via distance ed.

All but one course in the program are short-term.

The bulk of sections are daytime with some lab sections in the evening (labs aren't reflected in the Section Count data).

**Average section count for the last 5 years: fall is 9.5; winter is 1; Spring is 10.6**

##### Enrollment by Course

While there is some fluctuation, enrollment has been fairly steady for the last 10 years. Last year showed a lower enrollment than recent years.

**Average enrollments for the last 5 years: fall =224; winter=21; spring = 244**

##### Retention by Course Category

**Average retention for the last 5 years: fall =97%; winter=95%; spring = 97.6%**

**Average = 96.5%.**

Retention has been stable for the 5 year period (and the 5 years previous), showing very little change. Very strong.

Average retention for the college: fall =93%; winter=94%; spring = 92.6%

Average retention for the college: 93%

**This program has a retention rate 3.5% higher than the college average.**

##### Success by Course Category

**Average success for the last 5 years: fall =82%; winter=80.5%; spring = 90%**

Spring has a higher success rate since this includes advanced students

**Average = 88%** and is the same as the previous 5 years

Average success for the college: fall =71%; winter=80%; spring = 70%

Average success for the college: 73.6%

**This program has a success rate 15% higher than the college-wide average**

## V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate “plus one” addendum.

Observations and comments about course, program and college level data can be made below.

The success rate for the younger student is overall lower than other age groups; likewise, males have a lower success rate than females; blacks have lower than other demographic groups; success of hispanics has increased.

While this program typically has low enrollment for males, there has been a steady increase in male enrollment over the last few years. It has consistently been in the double-digits the last five years.



## VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

Provide examples of individual student success or instructional strategies that were effective.

### Individual Student Success

- Students earned 2<sup>nd</sup>, 3<sup>rd</sup> place and Honorable Mention at 2014 California Dental Association's Table Clinic competition
- Student earned San Gabriel Valley Dental Society scholarship
- 2011 Graduate elected as ADAA 12<sup>th</sup> District Trustee
- 2012 Graduate selected as ADAA Student Trustee
- Many students have been accepted into and/or completed Dental Hygiene Programs
- Several students have been accepted into Dental School (averaging one/year)
- Pass rates on RDA Board Exams continue to be high
- Hire rates for our graduates continue to be strong

### Effective Instructional Strategies

- Guest speakers are brought in during Club meetings to enhance and enrich students
- Mock Boards are provided to students to strengthen their success rate
- Table Clinic preparation is provided to students
- Provide Service Learning opportunities via volunteering at Regional Dental Clinics
- Provide opportunities to donate to community via the RDA Club

## VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

Do assessment results surprise in any way? Have any changes been made? Any recommended changes? Is faculty satisfied with results? .....

DENT 100: Results are acceptable and will be assessed again in Fall 2014.

DENT 101: Testing shows accomplishment at 75% with a modification recommended for the final.

DENT 102: SLO#1- This SLO has been assessed twice (F2013 & S2014). There was little difference in the two assessment results. Spring results showed the SLO better outcomes than the Fall results.

SLO#2 – This SLO has been assessed twice (F2013 & S2014). The results show that majority of students are not able to pass the Safety Test at 100%, most score at 90-99%. Will determine to change minimum score to 90% after Fall 2014 assessment of SLO and implement in spring 2015.

SLO#3 – The assessment showed that Fall 2013 results were lower than Spring 2014 results. No changes needed but will continue to work with students that require more help in producing an acceptable model.

DENT 121: Evaluated SLO #1 for the first time; 49% achieved 75% or better, showing a correlation between grade in class and performance on exam. Will evaluate again next year.

DENT 122: SLO#1 – Assessment results show no changes or recommendation required at this point.

DENT 123: 75% scored higher than 75%with an average scored of 74%.

DENT 124: While somewhat satisfied, would like to see improvement in the pass rate of 75%.

DENT 125: SLO#1 - Will monitor the two quizzes and letter writing exercise in future assessment. This SLO requires practice to become proficient and the course content allows for that. No changes to quizzes or practice exercise needed.

SLO#3 – Pleased with assessments, Spring 2014 results were better than Fall 2013 results. Results show majority of students have knowledge in the use of the practice management program.

DENT 201: SLO#2 - The results, F2013 & S2014, show the majority of students are able to take diagnostic radiographs with an acceptable passing rate. No changes needed.

DENT 202: Pass rate was consistent (low) with past year/s and while we would like to see it increase, students consistently are able to pass their Law & Ethics Test (through the Dental Board) with close to 100% pass rate. Students say they are well prepared for the test.

DENT 203: SLO#1 - The assessment (Spring 2014) of the SLO has shown that the majority of the students (82%) in the course did perform dental assisting skills well above the 75% evaluation rate. Will assess SLO in S 2014 to determine whether changes are needed.

DENT 204: No changes required at this time.



## Dental Assisting

### VIII. Progress toward previous goals

During 2013 - 2014, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goal
<b>Goal 1</b>	Offer continuing education courses on the weekend for employed assistants	Program Director Faculty (Adjunct)	<b>In Progress</b> Meeting is set (Fall 2014) with Continuing Education to discuss offering the classes.	1.1
<b>Goal 2 2008-09</b>	Awarding of the Associate Degree in Dental Assisting does not require Completion of the Program. Needs to change.	Program Director  Still pending as Program Director's focus and responsibilities don't allow the time necessary to explore this goal.	Pending	2.2
<b>Goal 3 2008-09</b>	<del>Develop a plan to have all courses offered each semester, making it possible for a student to complete in two semesters regardless of when they begin.</del>	<del>Still pending. However the issues and roadblocks to accomplishing this remain primarily facility. Current strong enrollment would support this project.</del>	<b>Complete</b> Unrealistic goal at this time because of facility.	
<del><b>Goal 9 2008-09</b></del>	<del>Explore the option of developing articulation agreements with local dental hygiene programs for graduates.</del>	<del>Still pending as Program Director's focus and responsibilities don't allow the time necessary to explore this goal.</del>	<b>Complete</b> Unrealistic goal at this time because of lack of time to pursue, though it would be of benefit to the graduates/program.	2.2
<b>Goal 17 2008-09</b>	Explore having a dedicated counselor for RDA students.	Program Director Health Science Director MBHS Dean Counseling Dean	<b>Complete</b> Exploration showed many obstacle to fulfill this goal.	2.2

			<del>Disappointing as it would be of benefit to students, however.</del>	
<b>Goal 3</b> <b><u>2008-09</u></b>	Expand the dental treatment area from 3 operatories to 4. Scheduling of lab practice and preclinical treatment is extremely challenging with only 3 chairs and limits students' access to the equipment and their ability to get the needed practice. Additionally, scheduling 24 students for a clinical rotation with patients that requires 16 hours per student at the chair has proven to be challenging. The facility needs to be able to meet the needs of the students.	Administrators Facilities Program Director  The facility limits the ability of the program to grow and provide scheduling needs for patient treatment.	<b>In Progress</b> Discussions continue regarding the potential remodel of the facility.	4.1; 5.2
<b>Goal 4</b> <b><u>2008-09</u></b>	Facilities need to be updated: classrooms were built in the 1960's, are showing their age and need more frequent repair. Faculty have been regularly submitting requests for VTEA and the needs are being met (3 new dental chairs over the last 3 years). However, this will require a greater level of funding.	Administrators Facilities Program Director	<b>In Progress</b> Discussions continue regarding the potential remodel of the facility.	4.1; 5.2
<b>Goal 23</b> <b><u>2008-09</u></b>	<del>Budget for supplies and support personnel should be reevaluated as a result of the increase in FTES and the need associated with the increase in students. An increase in supplies will also be</del>	<del>No change.</del>	<del>P</del>	<del>5.2</del>

	needed as a direct result of the new content being taught.			
<b>Goal 25 2008-09</b>	Increase the use and incorporation of technology in the classroom as appropriate, including dental technology and teaching technology.	Program Director	<b>Complete</b>	1.2; 4.1
<b>Goal 5 2008-09</b>	Increase the amount of reassigned time for the Program Director from 20% to 40%.	Program Director MBHS Dean	<b>In Progress</b> The CODA Site Visit Team recommended that this be reviewed and increased. Have begun the conversation.	2.2; 3.1
<b>Goal 28 2008-09</b>	Evaluate the use and need of the Dent 690 series for possible deletion.	Program Director Faculty	<b>Pending</b>	
<b>Goal 2 2012</b>	Improve attrition rate (of students who complete the Program)	Program Director Faculty	<b>In Progress</b> Progress has been made over last two years, but would like to see completion rate in the 70 percentile.	2.3
<b>Goal 6 2012</b>	In service for faculty calibration to increase consistency in lab classes	Program Director Faculty Perkins Team	<b>Pending</b> Request for funding from Perkins has been submitted	1.2; 2.2
<b>Goal 1 2013- 2014</b>	Find suitable platform for e-portfolio for student to use while in the program.	Advisory Committee didn't think e-platform was necessary, but hard copy portfolio would be a good addition.	<b>Done</b>	2.3
<b>Goal 2 2013- 2014</b>	Broaden teaching experience in courses for part-time faculty by changing teaching assignments.	Program Director  Prepare for retirement of FT faculty and Program Director.	<b>Done</b>	3.1
<b>Goal 3 2013-</b>	Integration of new technology through bridge program	Program Director Now have a variety of digital platforms (intraoral camera,	<b>Done</b> Wrote grant for and received donation of	1.2; 3.1; 4.1

<b>2014</b>		digital camera, front office, digital radiography) but the programs need to talk to each other to be able to utilize fully.	program.	
<b>Goal 7 2013-2014</b>	Video of lab and clinical demonstrations	Program Director Faculty Perkins? Need to videotape demonstrations, then edit and have available to students who need remediation or extra support. Need funding and personnel.	<b>In Progress</b>	2.2; 2.3
<b>Goal 8 2013-2014</b>	Establish drive for storage of files for faculty access and storage of electronic patient files.	Need a central location for storage of files that all faculty (whether FT or PT) can have access to. Need drive for storage of files as per Dental Board of CA.	<b>In Progress</b> Request has been made with Tecsys; now need funding to purchase.	1.1; 1.2; 3.1

**In addition to previous goals, during 2014 - 2015, we plan to:**

	<b>Description</b>	<b>Actions / Target Date</b>	<b>Institutional Goal**</b>
<b>Goal 9 2014-2015</b>	Provide support and mentoring to part-time faculty as they take on new course assignments in preparation for retirements in the department	FT Instructors will set a plan and meet regularly with PT instructors to provide mentoring and preparation. Ongoing, but particularly in the Spring when they take on new assignments.	1.1; 1.2; 3.1
<b>Goal 10 2014-2015</b>	Hire one new part-time faculty to fill the gap created by the reduction in hours from the 29-hour rule	Have interviewed one candidate. If needed, will advertise the position to a wider audience. Decision will be made pending PT scheduling of Spring 2015.	1.1; 1.2; 3.1

*\*For institutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

*\*\*For Educational and Facilities Master Plan, use table below.*

*From Roberta 10.14.14:*

## Institutional Goal

**Short answer: Question: Does a given goal relate to some aspect of the Strategic Plan and/or to one or more goal you set in EFMP? If so, insert those numbers in that column. (It might look something like this: 1.1.4 and EFMP 2)**

Long Answer: the link (not a hot link) to the Strategic Plan is provided below the tables in your template. Also, the current year's objectives are posted on the intranet (intranet – Program Review – 2014-2015 Program Review Reports – General Documents -[AIP 2014-2015 Revised Draft 8-18-14](#)).

Your program's goals from the Educational and Facilities Master Plan are cut and pasted into your template below the goals section. The links to institutional planning are among the most important parts of program review, so we need to clarify this section.





## Dental Assisting

### IX. Budget Recommendations for 2014 - 2015

(Add rows or attach additional pages as needed for complete description / discussion)

#### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Increase Dental Coordinator Reassigned time from 20 to 40%	There is inadequate time allotted for effective program coordination, which has a negative impact on all aspects of the program.	M, F, C	1, 2, 3
Adjunct faculty	Need to increase the number of part-time faculty due to the impact of the Affordable Care Act on the scheduling of current faculty.	M, F, C	1, 2, 3

#### Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Professional Expert	District provision of a student worker has been inconsistent and the program is not currently funded for one. Federal Work Study money is depleted. The program needs augmentation of the 10% time allotted for the existing classified staff and the hiring of an industry expert would provide the support needed for the Program to maintain required documentation and allow faculty to focus on student learning.	M, F, C	1, 2, 3
Student Worker	Program-specific lab support is still needed, and previously earmarked funding was eliminated in budget cuts. That funding needs to be restored	M, F, C	1, 2, 3

#### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Technology Calibration Workshop	Faculty need to be calibrated on those duties taught to clinical competence, increasing student success. Additionally, the new technology brings with it a high learning curve for faculty, so the need for calibration is greater. Faculty need to be well versed and calibrated in order to be able to	\$2,000  5 faculty for an 8-hour in-service	M, N, Q	2, 3

	effectively teach and evaluate students on this technology.			
Annual Dental Assisting Teachers Meeting	Faculty would have access to faculty development specific to the field as well technical/educational training.	\$3,000	M, N, Q	2, 3
Dental Practice Management Software Training	The Program has received ( <i>through a grant donation</i> ) new dental practice management software valued at \$18,000 that will update the current program and provide a bridge to all the new technology. The faculty needs to be trained on the new software.	\$2,000	M, N, Q	2, 3

### Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Replace dental operatory cabinetry.	To provide facilities that are comparable with the industry standard, mimic the workplace and meet basic infection control standards.	PC 215	N, Q, F, C	1, 2, 3
Refurbishing of PC 215 with new lab benches, chairs, countertops, sinks, whiteboards etc.	To provide instructional facilities that are comparable with the standards across campus and other similar programs and that maintain student safety and a comfortable learning environment.	PC 215	N, F, C	2, 3
Refurbishing of PC 223 with new desks, chairs, countertops, sinks, whiteboards etc.	To provide instructional facilities that are comparable with the standards across campus and other similar programs.	PC 223	N, F, C	2, 3
Identify space for storage of equipment	Previous storage needs to be replaced as the program continues to grow and increased equipment needs to be stored safely and securely	PC 215 PC 223	N, F, C	1, 2, 3

### Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
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Dedicated Server for Dental	Support the new equipment/technology that have been acquired and incorporate them into an integrated system. The size and type of the files require a server dedicated to the Program. Additionally, the Program needs to protect the patient information that will now be contained in these new programs as required by HIPAA (Health Information Portability & Accountability Act).	\$7,500	Q, F, C	1, 2, 3
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### Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Midmark M11 Steam Autoclave	Replacing the chemical vapor sterilizer with steam will bring our practices into industry standard. It will also prevent students from being exposed to chemicals unnecessarily.	\$4,500	M, F, C	1, 3
Benchmounts (pole that holds simulated mouth for lab use)	Need to replace some of the existing bench mounts that are in excess of 20 years old. Columbia Dentoform M81	\$300 each X10 \$3,000	M, F	2, 3

### Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Dental Cements, Composites and Impression Materials	Need to update materials used in lab to reflect more closely those currently used in dentistry.	\$3,000	F	2, 3

# General Budget Guidelines

## Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

## Determining Budget Impact:

**Indicate one or more of the following areas that your request will affect:**

**M = Mission:** Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

**N = Need:** Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

**Q = Quality:** Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

**F = Feasibility:** Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

**C = Compliance:** Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

## Budget Priorities:

**When establishing priority, consider the following:**

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



## Dental Assisting

### X. Career Technical Education

TOP CODE: 1240 DENTAL OCCUPATIONS

1. **Advisory Committee meeting date(s):** March 18, 2014; April 24, 2013; March 21, 2012

2. **Advisory Committee recommendations**

1.	Continue to work on soft skills with students
2.	Continue to integrate technology via current proposal
3.	Are happy to hear about the approved remodel to the current facilities
4.	Create a digital library of demonstrations for remediation of students
5.	Use of portfolio is a benefit; prefer hard copy to digital

3. **Are these Advisory Committee minutes on file with Academic Affairs?**

YES  NO

4. **Vocational Funds**

Source	Purpose	Amount

## 5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
Dental Assistant	31-9091	1934	2013-2016	6 %
Registered Dental Assistant				

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

### CORE INDICATORS

Indicator	2009-10 (Actual)	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Proposed)	2013-14 (Planning)
1. Technical Skill Attainment	97.62	84.21	91.14	89.19	92.96
2. Credential, Certificate, or Degree	91.30	89.29	90.24	92.11	92.86
3. Persistence or Transfer	83.33	80.70	85.90	83.56	84.29
4. Placement	91.67	86.36	91.49	94.44	89.29
5. Nontraditional Participation	0.00	3.51	6.33	1.35	7.04
6. Nontraditional Completion	0.00	3.70	12.50	2.63	3.57

Core 1 - Skill Attainment, GPA 2.0 & Above:

Core 2 - Completions, Certificates, Degrees and Transfer Ready :)

Core 3 - Persistence in Higher Education :)

Core 4 - Employment: 79.86% Performance Goal

Core 5 - Training Leading to Non-traditional Employment:

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

<b>CITRUS COLLEGE Negotiated Level</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%	87.27%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%	81.50%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%	86.50%
4. Placement	79.86%	80.33%	82.21%	81.48%	76.97%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%	22.60%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%	26.50%